



Anti-bullying Plan

Castle Hill High School 2015 updated November 2017





Bullying:

Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

School staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school’s Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.



Castle Hill High School Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

Castle Hill High School's Anti-Bullying Plan has been collaboratively developed by staff, students, parents, care givers and the community. This process was conducted through the formation of an Anti-Bullying Team that met several times to coordinate this plan.

Statement of purpose

Castle Hill High School embraces the philosophy of a safe and happy school for all students. All school members have a right to feel safe and secure within their learning and teaching environment. This plan aims to identify bullying behaviour and initiate a whole-school approach to address this issue.

Incidents of bullying are not isolated to schools; in fact they are prevalent increasingly in society at large, sometimes in prominent contexts from

high-profile people. Despite this, the Castle Hill High School community will not tolerate any form of bullying or harassment and will work hard to model respectful behaviour.

We expect all of our community - staff, students and parents - to share the responsibility for ensuring a safe, resilient and caring environment that promotes personal growth and positive self-esteem for all.

Protection

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Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behavior can be:



- **Verbal** eg repeated and unwanted name calling, put downs, sarcasm, insults, threats
- **Physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **Social** eg ignoring, excluding, ostracising, alienating, making appropriate gestures
- **Psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The school's Anti-Bullying Plan sets out **the processes for preventing and responding to student bullying.**

School staff have a responsibility to:

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Early Intervention

The school will develop early intervention strategies and programs for students who are identified as being at risk of developing long-term difficulties with social relationships and those students who are identified at, or after, enrolment as having previously experienced bullying or engaged in bullying behaviour.



For students at risk, the school will intervene to:

- Work with relevant parents to develop a negotiated personalised plan for students encountering difficulties with social relationships
- Use the expertise of the school's counsellor to develop intervention strategies and provide opportunities for counselling sessions
- Mentor at - risk students using key personnel, for example, the Year Advisor or Head Teacher Welfare or Deputy Principals or a nominated person who can provide trust and support
- Ensure students and parents know the school's Anti-Bullying Action Plan so that appropriate action can be taken by the school to support all parties
- Seek outside agency support to further encourage resilience and self esteem
- Utilise the expertise of regional personnel to provide support and guidance

Prevention

The school will engage in positive strategies that promote respect, tolerance, patience and dignity in relationships.

To that end, anti-bullying messages will be embedded regularly in the school's routines, curriculum and communication where strong, ethical and affirming behaviours are modelled and expected.

The school will give priority to anti-bullying measures that are preventative, devoting considerable time and resourcing to such an approach.

The school will engage in prevention measures by:

- Assigning a team of teachers to implement and manage a range of proactive strategies that promote positive, respectful behaviours

- Assigning the title of ABCO (Anti-bullying Contact Officers) to members of the teacher team to follow through with positive suggestions from students – Wendy Prince and Susan McDonald
- Implementing a cyber safety and ethical behaviour program for Year 7 students, to take place in semester 2 for one period a fortnight and taught through the school's Thinking Skills curriculum
- Incorporating conflict management discussions in an invigorated peer support program with Year 10 students leading Year 7 students in strategies to avoid, resolve and assist with conflict
- Implementing planned and structured anti bullying sessions in PC where real- life scenarios are discussed and analysed
- Incorporating a school pledge committing the school to respectful, kind and tolerant behaviour, said at all school assemblies by all after Acknowledgment of Country
- Developing a school slogan which captures the school's commitment to anti - bullying, displayed in all classrooms and offices
- Continuing with the work of the Diversity Group to promote tolerance and difference
- Designing and implementing workshops which focus on solutions to conflict, the role of bystanders and supporting those in need and which target Year 8 and 9 students
- Continuing with Harmony Day and Spirit Week to promote positive and inclusive behaviours
- Publishing the school's pledge, slogan and policy in Drawbridge on a regular basis
- Utilising a range of inter – agency and regional personnel to run workshops and forums for students, teachers and parents that guide preventative behaviours



ACTION FLOW-CHART

BULLYING INCIDENT OCCURS



SERIOUS PHYSICAL BULLYING

- Refer to Deputy Principal
- When dealing with these issues, the school will follow the procedures outlined in the Department of Education and Communities Policy of *“Suspension and Expulsion of School Students”*.
- Referrals made to appropriate outside agencies eg: Police, Child Well-being Unit and Department of Community Services

ALL INCIDENTS OF BULLYING THAT ARE REPORTED ARE RECORDED IN THE STUDENT MANAGEMENT SYSTEM (SIM)

Bullying Incident reported by teacher student or parent

- Interview by Year Advisor
- Bullying reflection sheet completed by bully
- Bully target and witness reports to be completed
- Advise Head Teacher (Faculty) if bullying is a classroom issue
- Strategies for reconciliation decided and agreed upon for implementation
- Offer a teacher mentor if appropriate.
- Wellbeing notification – Step 1 & 2
- Contact with parents of the bully and the target (Phone call)

After 2 weeks, interview with Year Advisor – progress reviewed.

If a problem still exists or there is reoccurrence, refer to Head Teacher Welfare.

Head Teacher Welfare

- Formal caution of bully (Letter)
- Bullying reflection sheet completed by bully
- Contact with parents of the target (Phone call)
- Further strategies implemented
- Counsellor intervention
- Wellbeing notification – Step 3 & 4

After 2 weeks, interview with Head Teacher Welfare – progress reviewed.

If a problem still exists or there is reoccurrence, refer to Deputy Principal

Referral to Deputy Principal

- Further intervention options considered
- Possible short term suspension
- Parent contact
- Referral to Principal

After suspension a resolution meeting with the Principal will occur. A range of support will be discussed eg negotiate a contract, support counselling and monitor card

At each stage in the Anti-bullying Plan the welfare of the target will be paramount.



BULLYING INCIDENT REPORT
STEP 1 Completed by Year Advisor

Date: _____ Year Advisor: _____

Name – Bully _____ PC _____ Year _____

Name – Target _____ PC _____ Year _____

Name – Witness _____ PC _____ Year _____

DESCRIPTION OF INCIDENT

RECONCILIATION STRATEGIES SUGGESTED

Additional Notes _____

Enter Step 1 into Wellbeing – bully and attach Bullying Reflection Sheet to this form

Follow Up Meeting – Step 2

Date: _____ **Time:** _____ **Venue:** _____

Enter Step 2 into Wellbeing for bully and indicate whether issue is referred to HT or resolved. If unresolved, forward this form to Head Teacher Welfare.



BULLYING INCIDENT REPORT
STEP 3 Completed by Head Teacher Welfare

Date: _____ Head Teacher: _____

Name – Bully _____ PC _____ Year _____

Name – Target _____ PC _____ Year _____

Name – Witness _____ PC _____ Year _____

DESCRIPTION OF FURTHER INCIDENCES

RECONCILIATION STRATEGIES SUGGESTED

Additional Notes _____

Checklist:

- Letter sent home to Bully’s parents
- Phone call to Target’s parents
- Referral to School Counsellor of bully and / or target (if required)
- Wellbeing notification for bully – Step 3 and attach Bullying Reflection Sheet to this form

Follow Up Meeting – Step 4

Date: _____ **Time:** _____ **Venue:** _____

Enter Step 4 into Wellbeing for bully and indicate whether issue is referred to DP or resolved. If unresolved, forward this form to Deputy Principal.



BULLYING REFLECTION SHEET

Date: _____

Name: _____ PC _____ Year _____

Signature of Student: _____

WHAT DID I DO?

WHAT EFFECT DID MY BEHAVIOUR HAVE ON ANOTHER PERSON?

HOW COULD I MAKE BETTER CHOICES NEXT TIME?

I UNDERSTAND THAT MY CHOICE OF BEHAVIOUR IS BULLYING. CONTINUED ACTION OF THIS KIND MAY LEAD TO PARENTAL CONTACT AND ULTIMATELY SUSPENSION

I understand that I will have a review meeting in 2 weeks to discuss this issue

Date: _____ **Time:** _____ **Venue:** _____

Teacher: _____

Response continued...

- School Counsellor support

The school counsellor will support students who have been affected by, engaged in or witnessed bullying behaviour to get help by going with them to a place they can get help, providing them with information about where to go for help, e.g. Kids HelpLine; www.reachout.com and to be reporting it to someone in authority or someone who can be trusted.

The school counsellor will also discuss ways of making these students feel stronger, more positive and in control together with strategies they can use to deal effectively with and avoid future episodes of bullying behaviour.

- Reporting to School Community

Castle Hill High School will provide the school community with information about the management of bullying incidences through the Annual School Report.

- Evaluation Processes

Castle Hill High School will continue to monitor and evaluate the effectiveness of the Anti-bullying Plan through the use of surveys of the school community.

Additional Information

- Police Youth Liaison Officer (YLO)
Constable Rob Paterson
Tel: 02 9680 5376
- School Liaison Police officer (SLP) where appropriate.
Senior Constable Amanda Jones
Tel: 02 9680 5399

Principal's comment

It has been a pleasure to work collaboratively with staff, students and parents to develop this significant plan which aims to identify and address bullying behaviour in a positive pre-emptive manner.

School contact information

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